CHAPTER 5:

ACTION PLAN



Action Plan Goal #1	**Use student performance data to improve the effectiveness and variety of our Academic Excellence (AE) programs to support the learning and growth of all students.**		
Basis for Goal #1	**Findings of Focus Group C (Instruction)**		
Strategies	**Timeline w/ Annual Measurable Outcomes**	**Resources**	**Participants**
Evaluate the effectiveness of AE for **students**	Annual report of information documenting the impact of AE: 1) reduction in the number of Ds and Fs and 2) reduction in the number of students in "Choice"	Aeries Consistent criteria from year to year	Administrators AE Coordinator Teachers
Add more course-specific tutorials (vs. subject-specific ones, like "English") in subject areas beyond math, science, and Spanish to improve **student** performance.	Annually expand **subject-based tutorials** to address existing knowledge gaps (i.e., DBQ writing) Establish new types of **skills-based tutorials** for all students (problem-solving, skills-based test prep, organization, study skills, collaboration…) Add tutorials in subject areas that do not currently offer this support, especially PE.	Paid teacher planning time to develop new tutorials	Teachers Student Mentors Link Crew
Reduce the number of **students** in AE Choice, and cultivate a culture of "giving" by recruiting more student mentors.	Begin recruitment process in March of each school year for both AE tutorials and in-class peer support • March '21: recruit 100 mentors • March '22: 150 mentors Hold an annual April informational meeting to increase awareness of mentor opportunities Improve recognition of student mentors by collecting survey data about experiences, offering small	Google Classroom Various JBHS social media accounts for promotion GMJB Aeries (to identify potential mentors) Small gifts Award certificates	AE Coordinator Academic Departments Student Mentors

	gifts, and creating award certificates for participants. Develop subject-specific mentor training programs to better prepare student mentors.		
Add academic enrichment options for **students** who are eligible for AE Choice.	Annually increase the number of enrichment offerings to include "social hours," AP seminars, guest speakers, short films, music, art sessions during AE. Connect subject areas to career and community with enrichment offerings (computer science, data science, creative writing, architecture, coding, statistics…)	Recruitment of volunteer teachers to lead the enrichment offerings PTA funding to support new programming and provide access to new materials Student surveys to inform our enrichment offerings Paid teacher planning time to develop new tutorials Paid collaboration time to develop enrichment topics with teachers from other disciplines Student attendance data (5-Star) to analyze participation Google Forms for pre-/post-skill analysis Working/updated Chromebooks in AE classrooms	AE Coordinator Teachers Students Counselors PTA Families Community leaders
Increase the number of **students** who participate in AE counseling presentations about college- and career-readiness.	Four times per semester, counselors will outreach to students via technology Attendance at counselor presentations will increase by 10% annually.	Blackboard, Aeries, social media, GMJB Data about students in AE Choice, i.e. total students by grade-level for help	Counseling Department

	Students will be assigned at least 1 counselor presentation.	in planning content Five star scanner Schedule support via AE coordinator	

Action Plan #2	Improve the productivity and efficiency of PLC meetings across all subject areas		
Basis for goal #2	**Findings of focus groups A (Organization), B (Curriculum), and D (Assessment)**		
Strategies	**Timeline w/ Annual Measurable Outcomes**	**Resources**	**Participants**
Formalize PLC procedures: Teacher attendance is expected Establish group norms and roles, including Same-Subject Leads Leads create/share an agenda for meetings; all items relate to PLC questions At end of meetings, set "Next Steps" for the subsequent meeting Establish location for sharing of "Best Practices"	PLC training for the remainder of the faculty by Solution Tree Conduct a same-subject lead training	Solution Tree trainings Google Drive for shared Best Practices	Administrators Same-subject leads Teachers in PLCs
Evaluate the effectiveness of PLC time for teachers	Develop a tool for self-reflection and assessment for use by PLC members Annual report of information documenting the impact of PLCs on student learning	Consistent criteria from year to year to include an individual teacher survey and end-of-year analysis submitted by each department or subject area.	Administrators Department Chairs Teachers

Action Plan Goal #3	Using PLC structures, Continue to create and analyze common formative assessments to address student learner needs.		
Basis for goal #3	**Findings of focus groups A (Organization), B (Curriculum), and D (Assessment)**		
Strategies	**Timeline w/ Annual Measurable Outcomes**	**Resources**	**Participants**
Use PLC time to move beyond the establishment of Promise Standards to the development of multiple common formative assessments in all subject areas.	Annually affirm Promise Standards/pacing guides/curriculum maps to confirm consensus. Create common formative assessments for each item within Promise Standards or Vertical Alignment agreements; timelines will vary by department/ number of promise standards. Assess students with IEPs every three years in Written Expression, Reading Comprehension, and Fluency. In the math department, create and use pre-assessments to identify students who lack the prerequisite skills needed for the current class. In the CTE department, use of Precision Exams to assess common knowledge in content area.	Time and space to collaborate and create during PLCs Training on curricular materials that accompany our textbooks	Academic Departments including English and Special Education Other associated support staff including Special Education support staff, Instructional Assistants, Secondary Professional Development Coordinator, EL Services, and the TK-12 Coordinator
Use PLC and same-subject meeting time to analyze data from common assessments; use this analysis to track **student** progress and reduce the number of students placed in mandatory AE tutorials.	Introduce rubrics and improve common grading practices. Annually, reduce the number of students in AE tutorials. Analyze enrollment in mandatory AE tutorials for increases/declines	Data about student performance (SchoolCity) Training on rubric development and effective grading practices	Academic Departments

Action Plan Goal #4	Establish policies and procedures that promote student attendance, wellness, and safety.		
Basis for Goal #4	**Findings of Focus Group E (Culture)**		
Strategies	**Timeline w/ Annual Measurable Outcomes**	**Resources**	**Participants**
Coordinate with the Care Center to develop a policy that allows **students** to access wellness support while also reducing chronic absenteeism.	**Year 1**: JBHS and Care Center will develop a uniform process for addressing multiple visits to the Care Center. **Year 2**: JBHS and Care Center will implement the process and communicate with all stakeholders what the policies are. **Year 3**: JBHS and Care Center will monitor appropriate Care Center usage. **Year 4**: JBHS and Care Center will review data on Care Center usage. **Year 5**: JBHS and Care Center will adjust policies as based on data.	Care Center Attendance Data Teacher input on attendance Referrals to mental health resources outside of school setting Student Services Attendance Referrals Truancy Reports Truancy Parent letter Monthly Attendance Study Team Meetings Attendance Contracts	Administrators Counselors Care Center service providers School Psychologist Attendance Team Intervention Specialist District Student Services/Attendance Specialist
Offer more frequent and authentic teacher training for **student** safety including, but not limited to, active shooter scenarios, suicide prevention, and earthquake preparedness. Currently, such training is limited to pre-school online videos and an	Training during faculty meetings prior to the annual October Disaster Drill to improve preparation and increase speed of teams. Burbank Police Dept. to train teachers with active shooter presentation “Stop the Bleeding” and how to use existing supplies to save	Slide presentation to staff created by APA and School Nurses	Admin. Team School Nurse Teachers Broadcast Journalism students Burbank Police Dept.

annual one-hour Disaster Drill.	lives Digital Media classes will create PSAs for students, with the assistance of administrators and counselors		
Improve **student** safety by installing functioning security cameras on campus.	Research costs, companies, and grants Coordinate with the district office to create a plan for purchase and installation of cameras	District financial support	Admin. Team